**Task 1: Strength and Voices (App. 5 Days)**

**Perspectives and Point of View**

**Can the World be a Fair and Just Place?**

Students will read and analyze various texts based on the Vietnam War. Using the information from the texts, students will have a choice of creating a Found Poem for Two Voices that portrays the different viewpoints of the Vietnam War.

**Teacher:** Anderson, Lee, Melton, & Perrini **Grade/Course:** 7th ELA **Lesson** 1

\*Prerequisites: First of the year responsibilities, pre-assessments, and activities.

|  |  |  |
| --- | --- | --- |
| **Unit Title: (1) Two Sides of Every Story** | | **Corresponding Unit Task: Task 1** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics? | |
| **Essential Vocabulary** | main idea – the topic of the text, selection, or section.  evidence – proof  appropriate – fits the purpose  adequate – enough, or sufficient  accurate – true  delineate - to portray in words; describe or outline with precision  \*Choose vocabulary from text(s). | |
| **Materials/Resources** | \*KWHL Chart  \*”Stop the Sun” by Gary Paulsen or “Fallen Angels” excerpt by Walter Dean Myers (This is a novel.)  \*Notebook/Pen(cil) | |
| **Activating Strategy/ Bell Ringer** | Teacher writes “Vietnam War” on the board. The class gets 3 minutes to discuss what they know about the war. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  ***Power Standards***  **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally and explain how the ideas clarify a topic, text, or issue under study.  **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **RI.7.3**- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **RI.7.6**- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **W.7.9**- Draw evidence from literary or informational texts to support analysis, reflection, and research.  **I Can Statements:**  I can…  …explain how an author uses or alters history. **(RI.7.9)**  … understand and explain information presented in various formats. **(SL.7.2)**  … explain how the ideas clarify the topic. **(SL.7.2)**  ...use grade appropriate vocabulary. **(L.7.6)**  …define point of view. **(RI.7.6)**  …determine the author’s point of view in a text. **(RI.7.6)**  … use pieces from literary texts to support my writing. **(W.7.9)**  …use pieces from informational texts to support my writing. **(W.7.9)**  **Instructional Plan:**   1. Give students 3 minutes to discuss the Vietnam War. 2. Have them fill out the K and W on their chart. 3. Ask the group what they know and want to know, and add it to the class chart. 4. Read aloud-Stop the Sun by Gary Paulsen. 5. Ask: What do we learn about the War from Terry’s father’s perspective? Take notes as a class about how the author portrays the war. How does the author use or alter history in this piece? What might be the author’s purpose for writing this story? 6. Watch the Teachertube video about Vietnam Protests:   <http://www.teachertube.com/viewVideo.php?video_id=105895&title=Vietnam_War_Protests>  Lead students in a discussion about what they saw (how the different groups protested and how popular culture, such as music, was influenced by the war). Students should consider:   * What are the main ideas and details in this video? How are these main ideas and details portrayed? What are the claims each author makes about the Vietnam War? What reasoning and evidence do they use to support their claims? * Have them write the answers in their notes. | |
| **Closing/Summarizing Strategy** | Write a class summary on what and how they’ve learned, in the H/L portion of the chart. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| • Students will do a study of songs study inspired by the Vietnam War and explain how the time period influenced popular culture.  [Vietnam War Songs](file:///E:\7th%20Grade\Vietnam%20war%20songs.docx) | • Partner student based on strengths and area(s) of need  • Provide audio copies of readings to allow for additional reads if needed  • Provide partially constructed 2-colum notes (or other scaffold note-taking )for student to complete as the text is read  • Monitor student progress on task | Background Knowledge – Give a brief presentation on Vietnam and where it is located in the world. Acknowledge any student whom you may have in your class who comes from Vietnam or a near country.  MAPS:[world map](file:///E:\7th%20Grade\World%20Map%20in%20color-lg.jpg); [Asia map](file:///E:\7th%20Grade\vietnam%20map%202.jpg); [Vietnam map](file:///E:\7th%20Grade\map-vietnam-3.gif)  KWL chart – After completing the chart and sharing the information and questions the students may have, show some visuals or let students explore books on the Vietnam War for them to have a clear understanding of the event/setting and conflict.  BOOKS: [Books for Children](file:///E:\7th%20Grade\Children's%20books%20-%20Vietnam.docx); <http://www.vietvet.org/visit/px/t-v.htm>  Reading Stop the Sun – What does Terry’s father say/think about the war? What does the author think about the war?  The teacher or another fluent reader reads out loud to the group making frequent stops to check understanding of plot and characters through oral discussion supported by visuals and written notes.  Watching a Video – Support oral discussions with visuals and written notes on the board to aid students’ understanding. |
| **Assessment(s)** | KWHL Chart | | |
| **Reflection** | *(Add your own notes here.)* | | |